DOCUMENT RESUME

ED 096 621 CS 001 337

TITLE	Mobile Diagnostic Van; End of Project Year Report.
INSTITUTION	Washoe County School District, Reno, Nev.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	73
NOTE	28p.
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Motivation; *Program Development; Reading; *Reading Achievement; Reading Development; *Reading Improvement; *Reading Programs; Reading Skills; Reading Tests; Teaching Techniques
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

This report discusses a project aimed at students both developing a positive attitude toward reading and related skills and showing at least a ten month achievement growth on the Stanford Achievement Test in word meaning, paragraph meaning, word study skills, spelling, and language over the pre-analysis survey of the same test. The contents include: "Project Procedure Summary," which presents a summary of activities, procedures utilized to accomplish the objectives, and procedures used for evaluation; "Summary of Evaluation," which discusses procedures that exceeded or met anticipated results, procedures that did not meet objectives, statistical data, non-statistical data, and recommendations; "Major Changes as a Result of the Projects," which looks at the changes that occurred within the school, students, staff, and community; "Activities Stimulated as a Spin-Off of the Original Title Three Program," which includes students assisting one another and an improved conferencing program; "Modification of the Program for More Effectiveness," which looks at inservice training and testing; "Educational Needs Met," which summarizes progress thus far; "Dissemination," which discusses dissemination procedures; and "Evaluation," which looks at commercial instruments, and expenditures used for student evaluation. (WR)

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MOBILE DIAGNOSTIC VAN

End of Project Year Report

CS 001 337

Nevada State Department of Education
Federal Relations and Programs Branch
Heroes' Memorial Building
Carson City, Nevada 89701

PROJECT NUMBER

S.D.E. USE ONLY	STATE	FISCAL YEAR	COUNTY	PROJECT	CONT. CODE

END OF PROJECT YEAR REPORT

PART I - STATISTICAL DATA

Elementary and Secondary Education Act, Title III, P. L. 89-10, As Amended

SECTION A - GENERAL PROJECT INFORMATION

1. PROJECT TITLE

MOBILE DIAGNOSTIC VAN

2. APPLICANT (Local Education Agency)

WASHOE COUNTY SCHOOL DISTRICT

3. ADDRESS (Number, Street, City, Zip Code)

425 E. Ninth Street
Reno, Nevada 89502

4. NAME OF COUNTY

Washoe

5. NAME OF PROJECT DIRECTOR

Richard Wright

6. ADDRESS (Number, Street, City, Zip Code)

425 E. Ninth Street
Reno, Nevada 89502

Phone Number

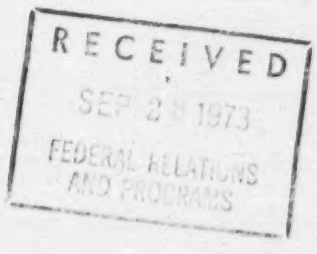
322-7041

Area Code

702

I hereby certify that the information contained in this report is, to the best of my knowledge, correct and the local educational agency named above has authorized me as its representative to file this report.

PERSON COMPLETING REPORT (Name and Title)	DATE SUBMITTED
Robert J. Fricke, Title III Coordinator	9-28-73



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SECTION B TOTAL SCHOOL ENROLLMENT AND PROJECT PARTICIPANTS

1.		Pre-Kindergarten	Kindergarten	Grades 1-6	Grades 7-12	ADULTS (Exclude teachers receiving inservice training)	Teachers Receiving Inservice Training	Totals
a. ENROLLMENT of School District(s) Served	(1) Public Schools		1934	14718	13120	////////	////////	29772
	(2) Nonpublic Schools			600	400	////////	////////	1000
b. Number of Persons Directly Participating in Project	(1) Public Schools	0	0	117	0	0	0	117
	(1) Nonpublic Schools	////////	0	8	0	////////	0	8

2. TOTAL NO. & PERCENT OF PARTICIPANTS BY ETHNIC GROUPS (applicable to figures given in Sec. B-1-b)

White		Negro		American Indian		Oriental American		Spanish Surname		Other (Specify)		Total	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
110	88	3	2.4	9	7.2	2	1.6	1	.8			125	100

3. RURAL/URBAN PERCENTAGE DISTRIBUTION OF PARTICIPANTS BEING SERVED BY PROJECTS*

PARTICIPANTS	REMOTE RURAL		RURAL		STANDARD METROPOLITAN AREA		Other Urban
	Farm	Non-farm	Farm	Non-farm	Low-socio-Economic Area	Other	
PERCENT OF TOTAL NUMBER SERVED (Based on total given in Section B-1b)	1.5	3.5				60	35

*REMOTE RURAL means an outlying area of less than 5,000 inhabitants.

RURAL means an outlying area of more than 5,000 inhabitants but less than 15,000 inhabitants.

STANDARD METROPOLITAN AREA – LOW-SOCIO-ECONOMIC AREA means an area with low-socio-economic levels within a city of 50,000 inhabitants or more.

OTHER means areas in cities of 50,000 inhabitants or more other than those with low-socio-economic levels.

OTHER URBAN means areas with less than 50,000 inhabitants but more than 15,000 inhabitants.

The total percent distribution must total 100%.

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SECTION C TITLE III PROJECT STAFF*

PERSONNEL PAID BY TITLE III FUNDS (Report FTE in decimal fractions)

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT				NEW STAFF HIRED FOR PROJECT			
	Number Full-Time in Function	Part-Time in Function		Total Full-Time Equivalency (Col. 2+4)	Number Full-Time in Function	Part-Time in Function		Total Full-Time Equivalency (Col. 6+8)
		Number of Persons	Full-Time Equiv.			Number of Persons	Full-Time Equiv.	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1. ADMINISTRATION-SUPERVISION								
2. TEACHER (a) PREKINDERGARTEN								
(b) KINDERGARTEN								
(c) GRADES 1 - 6 Reading Diagnostician					1.0			1.0
(d) GRADES 7 - 12								
(e) OTHER (Specify)								
3. SPECIALISTS (Other than regular teachers): ARTISTS, SCIENTISTS, MUSICIANS, ETC.								
4. TECHNICIANS (Audiovisual, Computer Specialists, etc.)								
5. PUPIL PERSONNEL WORKERS (Counselors, Social Workers, Psychologists, Attendance Workers)					1.0			1.0
6. MEDICAL, HEALTH, AND PSYCHIATRIC PERSONNEL								
7. RESEARCHERS, EVALUATORS								
8. PLANNERS AND DEVELOPERS								
9. DISSEMINATORS (Writers, Public Relations Personnel, Editors, etc.)								
10. OTHER PERSONNEL								
11. PARAPROFESSIONAL, TEACHER AIDES, ETC.								
12. OTHER NON-PROFESSIONAL (Clerical, Bus Driver, etc.)					1.0			1.0

*Give the number of persons to be paid with Title III funds in the various categories indicated. Pupil personnel workers also include guidance personnel, social workers, and psychologists.

Regular staff refers to personnel who were employed by the school systems prior to the Title III project. Full- or part-time refers to time spent working in a particular function.

Staff members who administer inservice training should be identified in Section D, item 2(e), columns (2) through (9). Insert "Inservice" after "Other".

COLUMNS (2) and (3): Give the number of regular staff members assigned to projects. Full- and Part-time personnel may have part-time assignments in more than one function.

COLUMN (4): To compute full-time equivalency (FTE), add the total number of hours worked per week by part-time personnel and divide by the number of hours in the usual full-time work week.

COLUMN (5): Add totals of columns (2) and (4).

COLUMNS (6) - (8): Give the number of new staff members hired specifically for Title III projects.

COLUMN (9): Add totals of columns (6) and (8).

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PART II

NARRATIVE

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A. Project Procedure Summary

Briefly summarize the project activities by using the following format:

1. A. Identify each objective of the project.

   B. Briefly describe the procedures utilized to accomplish each objective.

   C. How was each objective-procedure evaluated?

Example

Objective 1 → Procedure → Evaluation Procedure
Objective 2 → Procedure → Evaluation Procedure
.
.
Objective N → Procedure → Evaluation Procedure

2. Summarize evaluation including:
   A. Procedures exceeding or meeting anticipated results.
   B. Procedures not meeting objectives.
   C. Statistical data to support 2-A and 2-B.
   D. Non-statistical data to support 2-A and 2-B.
   E. Recommendations.

B. General Project Summary

1. As a result of this project during the past year what have been the major changes in

   A. 1. the school
      2. the students
      3. the staff
      4. the community
      5. _____(identify)

2. What activities have been stimulated as spin-off of the original Title III activity in:

   A. the school program
   B. the students
   C. the staff
   D. the community
   E. _____(identify)

3. How could this project have been modified to make it more effective?

4. Did the project activities relate to other activities in your district or area that were sponsored by other Federal funds? If so, please describe.

5. This project was based on the identification of an educational need. To what extent has it been met? Support by objective as well as subjective data.

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C. Dissemination

1. Describe dissemination procedures.
2. What dissemination activities do you consider to be most effective? For what reasons?
3. What was the extent of dissemination to:
   a. the education profession within the project area?
   b. the local public?
   c. other (identify)?
4. Include examples of all disseminated materials.
5. Report expenditures for dissemination activities which were charged to the following: salaries, contracted services, travel, equipment, supplies, and other expense.
6. Please identify any school districts in Nevada or elsewhere in the United States that have adopted any new educational practices as a result of receiving information about your project and the extent of adoption.

D. Evaluation

1. What standardized or commercial instruments were used in evaluation? Please list and indicate their effectiveness.
2. If special instruments were developed to collect data for this project, please include a copy of each instrument and indicate its effectiveness.
3. Report expenditures for evaluation activities which were charged to the following: salaries, contracted services, travel, equipment, supplies, and other expenses.
4. What instruments or designs were used in the on-going phase of program evaluation?
5. Did evaluation results effect a change in the original project design or objectives? Please describe and indicate during what stage of project operation.
6. What percent of the evaluation was designed and conducted by:
   a. project director?
   b. other project staff?
   c. non-project, local school district personnel?
   d. outside consultants from:
      1. college or university?
      2. "research or evaluation" agencies?
   e. other (identify)?
7. Include two copies of evaluation reports for last year of project operation.
8. Explain how evaluation activities will be continued by the school district to determine long-range effects of the project.

E. Miscellaneous

1. List name and area of specialization of consultants who have made an outstanding contribution to the effectiveness of the project. Include evaluation consultants if applicable.
2. Materials
   a. List and briefly describe all materials developed during the project.
   b. Include copies of all curricular materials produced, such as study guides, workbooks, or curricular units. Do not send A-V materials such as transparencies or video tapes.
3. Report the effect of the project on the cooperating agencies by:
   a. Listing all the community agencies that cooperated in the project.
   b. Discussing the results of such cooperation.

PART II

NARRATIVE

A. Project Procedure Summary

I. Summary of Project Activities

A. Objectives

1. Each student will show a positive attitude change toward reading and related skills as reported by parents and teachers on the evaluation forms designed to measure program effectiveness.

2. Each student will show at least ten (10) months achievement growth on the Stanford Achievement Test in Word Meaning, Paragraph Meaning, Word Study Skills, Spelling, and Language over the pre-analysis survey of the same test. This achievement will be a result of the involvement of the student in the diagnostic process which provided a prescription of change.

B. Procedures Utilized to Accomplish Each Objective.

1. The student will undergo a series of evaluations by the psychologist. These evaluations will be for the purpose of gaining insight into the value system and attitudes the student presently holds. The method of evaluation and the extent to which the various testing instruments are applied will be determined by the relationship the psychologist and student form together.

The student will also be given the Spache Diagnostic Reading Test to determine present levels of reading capability. This test will be administered by the reading diagnostician.

The information gained through these initial evaluations will then be used in conferencing and in counseling the parent, the teacher, and the student. The counseling process will provide information and impart understanding to teachers and parents so that they will develop realistic expectations for the child, and most importantly, view him with a positive attitude. The student will gain insight and understanding about his own strengths and weaknesses.

This approach will provide an atmosphere of understanding and acceptance of the student. Material will then be provided for the student, geared to individual interests, commensurate with his abilities, and designed to correct deficiencies.

Success in small amounts and experienced in quick succession will stimulate interest on the part of the child and he will be able to respond positively toward his school work.

2. The second objective is achieved by following through with the initial student assessments by the psychologist and reading diagnostician. A complete survey of materials available from each school referring students to the Van is initiated.

A prescription is written for each student using materials available within the school and materials supplemented by the diagnostic van. This prescript is geared to produce success experiences for the child and is designed to strengthen a reading skill or remedy a reading difficulty. The prescription, along with teacher conferences, brings to light new methods and approaches that the teacher may use to facilitate the correction of reading problems. Prior to giving the prescription to the teacher, the child and the diagnostician work through the prescribed material, so that the child has first hand knowledge of the materials he will be using in the classroom under the teacher's supervision. Parent conferences are used to explain the program and to further their understanding of the children so that they may present positive attitudes and maintain realistic goals for them.

C. Procedure Used for Evaluation

1. To evaluate student attitude change two approaches were used. First, a Self Appraisal Inventory and a School Sentiment Index were administered to the students on a pre and post test basis. Secondly, teachers, parents, and administrators were given evaluation forms to complete on students that they had enrolled in the program.

2. To evaluate student growth in achievement the Wide Range Achievement test and the Gilmore Oral Reading Test were administered to the students as a pre and post test basis. The Stanford Achievement Test was not used as stated in the objectives as it seemed to be a duplication of efforts. The Stanford Achievement Test is administered in the Fall of each School Year and these results may be retrieved and used at that time.

II. Summary of Evaluation

A. Procedures exceeding or meeting anticipated results.

1. It is concluded that all procedures used by the diagnostic van in terms of diagnosis and prescription as they relate to the stated objectives of the project are producing the required results. The psychologist and reading diagnostician conclude that present procedures, in general, have been highly effective and anticipate only minor changes for the coming year.

B. Procedures not meeting objectives

1. There is some question as to whether present procedures used in evaluation do directly correlate the disgnostic van diagnosis and prescription processes to student achievement growth. The question arises that achievement growth may be the result of other variables.

2. The administration of the Self-Appraisal Inventory and the School Sentiment Index did not indicate the expected results.

The conclusion is, that the manner in which they were administered was ineffective and should be modified.

C. Statistical Data

1. Of the parent evaluation forms distributed, 47% were returned. Of these, 100% of the parents replied YES to the question, "Do you see any improvement in your child's ability to read?". 100% replied YES to, "Do you see any improvement in your child's attitude toward reading?". 79% replied YES to ,"Has there been any change in your child's behavior since he has become associated with this program?". 92% replied YES to,"Are you satisfied with the progress your child is making?". 96% replied YES to, "Do you feel that we are doing everything we possibly can to improve your child's reading problem?". 100% of those parents who returned forms feel the program should definitely be continued.

One hundred percent of the teachers surveyed returned evaluation forms. Ninty-one percent of the teachers saw improvement in the child's ability to read. Eighty percent saw the child's attitude toward reading improve and sixty-seven percent saw a significant change in the behavior of the child since entering into this program. One-hundred percent of the teachers surveyed feel that the program should be continued.

It was stipulated in the project design that the Stanford Achievement Test would be used on a pre and post-test achievement. The Washoe County School District administers this test to grades Three through Eight in October of each school year. Project personnel felt it was neither economical nor expedient to administer this test in the Spring as a post test, but rather to wait until the new school year and use the results obtained from that testing to compare achievement growth. As to this date, that testing data is not available to us. In lieu of the S.A.T. data, the project presents at this time data accumulated through use of the Gilmore Oral Reading Test and the Wide Range Achievement Test. Complete statistical data was compiled on forty of the one-hundred twenty-five students for whom prescriptions were written. Refer to the accompanying chart for the tabulated results.

Thirty-seven students programed through the Diagnostic Van completed a pre and post-testing of the Self Appraisal Inventory and the School Sentiment Index. Twenty-two of the thiry-seven students indicated an increase in positive responses from a pre-test to a post-test on the Self Appraisal Inventory. Seventeen of thirty-seven students indicated an increase in positive responses from a pre-test to a post-test on the School Sentiment Index.

D. Non-Statistical Data

1. The informal contact with parents, teachers, and principals indicates an overwhelmingly positive evaluation toward the

project. There were many individual notes of appreciation and approval sent to the Van during the year. The demand for the Diagnostic Van services is increasing at an incredible rate.

E. Recommendations.

1. Data collecting and analysis of data becomes an exhausting and almost endless task. It is recommended that only data pertaining to reading should be represented in statistical form. All students achievement growth in reading should be measured by the Stanford Achievement Test as it is administered by the School District each school year in the Fall. This data would be supplemented with test results from the Gilmore Oral Reading Test and/or the Wide Range Achievement Test when applicable.

   It is also suggested that the Self Appraisal Inventory and the School Sentiment Index might be administed more frequently to each student during the year, rather than just once at the beginning and once at the end of the school year. This would afford a truer sampling of the student's feelings and attitudes.

   It is also recommended that to more adequately relate achievement growth to the diagnosis and prescription processes, a procedure to monitor the classroom be instituted to ascertain if, in fact, the prescribed processes are being utilized and if the student is being subjected to these processes in full accordance with the prescription design.

B. General Project Summary

I. Major Changes as a Result of the Project

A. School

1. The school is better able to meet the individual needs of 3% of its population.
2. Improved library facilities.
3. Improved classroom material.
4. Teachers more aware of available materials within and without the school.
5. Classroom reading programs have been influenced more toward an individualized approach.

B. Students

1. The students have a much more realistic picture of themselves, a more positive self-image, and show much more interest in language related subjects.
2. Develop a feeling of esteem because they are selected to work in the van.
3. Develop a feeling of worth because they now have success oriented experiences.
4. Students exhibit a more caring attitude toward others and about themselves.

C. Staff

1. Gains an understanding of student's attitudes and capabilities.
2. Takes an individualized approach with students because an individualized program is presented to them by the diagnostic van.

3. Becomes more professional and gains greater expertise through exposure to the latest techniques, as well as materials, associated with reading remediation.
4. Is allotted more time to aid students because programs are designed for them and the program allows students to aid one another.
5. Teachers are exposed to a learning environment outside of the classroom and are stimulated to seek out other resources on their own.

D. Community
1. Sensitized to their childrens' attitudes and reading difficulties.
2. Become aware of Federal help in dealing with reading problems.
3. Better communication between agencies is established.
4. Gains insight into community attitudes toward students.

II. Activities Stimulated as a Spin-Off of the Original Title III Program.
A. Students work in pairs helping each other.
B. Upper grade students work with lower grade students.
C. A more involved and meaningful conferencing program is developed.

III. Modification of Program for More Effectiveness.
A. Increase inservice training for teachers and administrators.
B. Spend less time on pre and post-testing for the purpose of accumulating raw data.

C. Spend more time within the classroom working with students and teachers.

IV. Relation of Project Activities to Other Activities in the District Sponsored by Other Federal Funds.

A. None evidenced at this time.

V. Educational Needs Met.

A. The educational need as stated in the original project application is indeed now being met. Elementary and Parochial Schools that do not have a formalized remedial reading program now have access to the professional services of a psychologist and a reading specialist.

The Diagnostic Van has interacted with fifteen public elementary schools and one Catholic School which did not have the benefit of a remedial reading program. Additional professional service is now being offered to approximately one hundred teachers, sixteen school principals and one hundred twenty-five students on a direct basis. Indirectly, countless others are being effected throughout the county.

DATA 1972 - 1973 School Year

Months of Growth	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20 +
Gilmore Oral Reading Test Accuracy	4	1	1	2	0	1	2	4	6	1	4	2	1	4	1	1	0	0	0	0	3
Gilmore Oral Reading Test Comprehension	10	1	0	0	1	2	1	0	0	2	2	0	0	0	0	0	1	0	0	0	17
Wide Range Achievement Test Word Recognition	4	2	2	4	1	2	0	4	0	1	2	1	2	3	3	0	1	3	0	1	4

Chart represents the number of students in each category and the number of months growth in each category.

TEACHER'S EVALUATION OF READING DIAGNOSTIC SERVICES

NAME OF CHILD_____

NAME OF SCHOOL_____

TEACHER'S NAME_____

1. Do you see any improvement in the child's ability to read? Yes___ No___

2. Has his attitude toward reading improved? Yes___ No___

3. Has there been any significant change in the behavior of the child since entering into this program? Yes___ No___

   If so briefly describe it._____

   _____

   _____

   _____

   _____

4. What briefly are some ways in which we may improve our services to you and the student?_____

   _____

   _____

   _____

5. Do you feel this program should be continued? Yes___ No___

PARENT EVALUATION OF READING DIAGNOSTIC SERVICES

In a constant effort to improve the services rendered by the Washoe County School District to better serve the child and parent, it is imparative for us to receive feedback from you as to your feelings about our program. It is important to us that you fill out and return this sheet as soon as possible to insure that changes can be made to better meet your needs.

1. Do you see any improvement in your child's ability to read? Yes___ No___
2. Do you see any improvement in your child's attitude toward reading? Yes___ No___
3. Has there been any change in your child's behavior since he has become associated with this program? Yes___ No___
4. Briefly describe his or her change in behavior, if any._____

_____

_____

_____

5. Are you satisfied with the progress your child is making? Yes___ No___
6. Do you feel that we are doing everything we possible can to improve your child's reading problem? Yes___ No___
7. What briefly are some ways in which we may improve our services to you and your child? _____

_____

_____

_____

8. Should this program be continued? Yes___ No___

STUDENTS'S NAME:_____

SCHOOL:_____ PARENT'S SIGNATURE_____

SELF APPRAISAL INVENTORY

Primary Level

1. Are you easy to like?
2. Do you often get in trouble at home?
3. Can you give a good talk in front of your class?
4. Do you wish you were younger?
5. Do you usually let other children have their way?
6. Are you an important person to your family?
7. Do you often feel bad in school?
8. Do you like being just what you are?
9. Do you have enough friends?
10. Does your family want too much of you?
11. Are you a good reader?
12. Do you wish you were a different child?
13. Are other children often mean to you?
14. Do you tell your family when you are mad at them?
15. Do you often want to give up in school?
16. Can you wait your turn easily?
17. Do your friends usually do what you say?
18. Are there times when you would like to run away from home?
19. Are you good in your school work?
20. Do you often break your promises?
21. Do most children have fewer friends than you?
22. Are you a good child?

23. Are most children better liked than you?

24. Would you like to stay home instead of going to school?

25. Are you one of the last to be chosen for games?

26. Are the things you do at school very easy for you?

27. Do you like being you?

28. Can you get good grades if you want to?

29. Do you forget most of what you learn?

30. Do you feel lonely very often?

31. If you have something to say, do you usually say it?

32. Do you get upset easily at home?

33. Do you often feel ashamed of yourself?

34. Do you like the teacher to ask you questions in front of the other children?

35. Do the other children in the class think you are a good worker?

36. Does being with other children bother you?

37. Are you hard to be friends with?

38. Would you rather play with friends who are younger than you?

39. Do you find it hard to talk to your class?

40. Are most children able to finish their school work more quickly than you?

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SCHOOL SENTIMENT INDEX

Primary Level

Questions:

(face)	1.	Is your teacher interested in the things you do at home?
(star)	2.	When you are trying to do your schoolwork, do the other children bother you?
(bell)	3.	Does your teacher give you work that is too hard?
(cat)	4.	Do you like to tell stories in front of your class?
(phone)	5.	Do other children get you into trouble at school?
(flower)	6.	Is school a happy place for you to be?
(clown)	7.	Do you often get sick at school?
(house)	8.	Does your teacher give you enough time to finish your work?
(dog)	9.	Is your school principal friendly toward the children?
(umbrella)	10.	Do you like to read in school?
(face)	11.	When you don't understand something, are you afraid to ask your teacher a question?
(star)	12.	Are the other children in your class friendly towatd you?
(bell)	13.	Are you scared to go to the office at school?
(cat)	14.	Do you like to paint pictures at school?
(phone)	15.	Do you like to stay home from school?
(flower)	16.	Do you like to write stories in school?
(clown)	17.	Do you like school better than your friends do?
(house)	18.	Does your teacher help you with your work when you need help?
(dog)	19.	Do you like arithmetic problems at school?
(umbrella)	20.	Do you wish you were in a different class at school?
(face)	21.	Do you like to learn about science?

(star)	22.	Do you like to sing songs with your class?
(bell)	23.	Does your school have too many rules?
(cat)	24.	Do you always have to do what the other children want to do?
(phone)	25.	Do you like the other children in your class?
(flower)	26.	Are you always in a hurry to get to school?
(clown)	27.	Does your teacher like some children better than others?
(house)	28.	Do other people at school really care about you?
(dog)	29.	Does your teacher yell at the children too much?
(umbrella)	30.	Do you like to come to school every day?

C. Dissemination

I. Dissemination Procedures

A. Each school administrator at the elementary level is contacted directly and the program and services available are thoroughly explained. The school staff is then assembled for orientation and a question and answer session.

B. A seminar was held this past year in conjunction with the International Reading Association, Nevada Chapter. The Diagnostic Van was open for tour and inspection. The entire program was presented at this time.

C. Two guest lectures' were presented to remedial reading classes by the van personnel.

D. One radio interview was conducted.

E. A color film was produced in conjunction with the State Department of Education. This film will be used throughout the United States.

F. The Nevada State Department of Education has a dissemination program for all Title III projects, within the State - refer to State publication E.S.E.A. Title III In Nevada 1973.

D. Evaluation

I. Standardized or Commercial Instruments Used.

A. Self Appraisal Inventory

1. Not effective in the manner they were used. This should be modified for the coming year.

B. School Sentiment Index

1. Not effective in the manner they were used. This should be modified for the coming year. Refer to Section A. - Evaluation Summary.

C. Gilmore Oral Reading Test

1. Effective for diagnosis as well as a pre and post test for evaluation.

D. Wide Range Achievement Test

1. Effective for diagnosis as well as a pre and post test for evaluation.

II. Special Instruments Developed for Evaluation

A. Parent Evaluation Form

1. Very effective when returned but it was difficult to get all parents to complete and return a form.

B. Teacher Evaluation Form

1. Very effective as nearly 100% were returned.

III. Expenditures for Evaluation

A. Expenditures were minimal. It would include the cost of paper for printing the parent and teacher evaluation forms and the cost

of the Standardized Instruments for testing. Most of this cost was absorbed, as the Wide Range Achievement Test and the Gilmore Oral Reading Test were also used as diagnostic tools.

IV. Instruments Which were Used in the On-Going Phase of the Program.

A. Spache Diagnostic Reading Scales.

B. Wide Range Achievement Test

C. Gilmore Oral Reading Test

V. The Evaluation Procedure Did Not Effect the Original Project Design.

VI. What Percent of the Evaluation was Designed and Conducted by:

A. Project Director - none

B. Other Project Staff - Seventy-five percent.

C. Outside Consultants - Five percent.

D. Non-Project Personnel - Twenty percent.

VII. Two copies of last year's report will accompany this document.

VIII Evaluation Activities to be Continued by the School District to Determine Long-Range Effects of the Project.

A. The School District will administer the Stanford Achievement Test to students in grades 3-8 each Fall. A random sample of students that have participated in the Diagnostic Van program will be conducted.

E. Miscellaneous

I. The Nevada State Department of Education under the leadership of James P. Costa, Director, Federal Relations and Programs Branch, and William Arensdorf, Consultant, Federal Relations and Programs Branch have provided services to the project. Their suggestions have greatly contributed to the success of the project.

II. All materials have been developed by commercial agencies.

III. No community agencies were involved in the operation of the project.